

Dallam School



Special Educational Needs Policy

Committee:	Local Advisory Committee
Date of adoption:	4 th October 2022
Date of next review:	Autumn Term 2025

Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Review
1	No changes to current version for review at LAC Sept 2021	28/09/2021
2	Changed differentiating to adapting and added Chadwick High School – changes in red	04/10/2022
3	Reviewed and approved by Local Advisory Committee	03/10/2023
4	Reviewed and approved by MAT Board/Local Advisory Committee	01/10/2024

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1. Aims

The objectives of Dallam School's SEND policy:

- All students will have a right to equal opportunities in education.
- All students will have a common entitlement to a broad and balanced curriculum.
- All students will have the opportunity to feel valued, to experience success and feel positive about themselves.
- All students will have access to support appropriate to their identified needs.
- All teachers are responsible for teaching students with SEND.
- Special needs provision will be carried out in a caring, supportive atmosphere, which promotes learning.
- All students will be taught in their own class group and withdrawal will be kept to a minimum.
- The Local Advisory Committee will monitor provision for students with SEND in the school to allow the South Westmorland Multi Academy Trust to carry out their statutory responsibilities.

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. SEN Register

A student will be added to the SEN register if they require support or provision that is different from or additional to the offer we provide for children of the same age at Dallam School.

The codes on the register are:

- E (students with an EHCP)
- K (students who receive additional provision/support)
- M (students that are being monitored to see if they require additional support)

4. Roles and Responsibilities

4.1 The SENDCO

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

4.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Graduated Response

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The child's and parent's views are at the centre of this approach.

Assess – Information from primary school, baseline and classroom assessments will inform us if special educational provision is required. We have a referral system that teaching staff use to support the SEND department in highlighting need. This is checked weekly and provides vital information that may be used for outside agency referrals or support that can be provided in school.

Plan – An inclusive culture which prioritises planning for the pupils of SEND as the central core around which all planning develops from. Individual Educational plans and EHCPs are amended to be accurate, meaningful and reflect the needs of the child.

Do- Quality of teaching curriculum delivery, including adaptive teaching to ensure that it meets the needs of all students. Interventions are delivered for those who require it, based on assessments and need.

Review – Individual educational plans are reviewed termly and EHCP's are reviewed half termly. We hold an annual review as part of the EHCP process which if amendments are required, we can request them from the local authority. Intervention reviews are time bound due to how many sessions the student receives.

6. Exam Access Arrangements

The SENCO and the dedicated Access arrangement coordinator undertake regular CPD annually to keep up to date with regulations.

JCQ the Joint Council for Qualifications stipulates that we make the decision on appropriate access arrangements for the students. It is important to note that although professionals from other organisations may give advice, they cannot make decisions for the centre.

We will only process applications where students meet the JCQ criteria and have full supporting evidence in place. They must have used these exam concessions as their normal way of working for a significant amount of time. This is based off their learning in school and not how they present at home.

A student with SEN does not get automatic entitlement to access arrangements, they may not meet the criteria.

7. Supporting Students Moving Between Phases and Preparing for Adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

For students who have an EHCP this will be discussed at the transition review and plans made between school and the destination for students. Consultation with Inspira, parents/carers and students will inform all transition planning, and this will be bespoke to the individual.

8. Enabling Students with SEND to Engage in Activities Available to those in the School who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to uptake offers of residential trips in all year groups.

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEND.

If a student with SEND needs wishes to access a trip or activity, the SENDCO will liaise with the lead of that activity to enable support to be provided effectively as to not disadvantage the student.

9. Support for Improving Emotional and Social Development

We provide support for students to improve their emotional and social development in the following ways:

- Pastoral support in school is provided by the pastoral team for each year group. There is no discrimination of how this support is applied. Students with SEND needs are able to access this via the learning support team or directly to the pastoral team.
- School provides a supported area at social times which enables students to mix socially in a smaller environment if they so wish.
- We offer social and emotional 1-1 and group work.
- We have a zero-tolerance approach to bullying.

10. Referrals and Working with Other Agencies

Schools work closely with other agencies. It is important to note that many services are stretched and that it is not always possible to access certain services. If you go through school for referrals to be assessed for ASD and ADHD this can take up to 3 years. This is due to NHS waiting times.

We currently have a high volume of parents who want school to put in referrals. This is not a quick process as we must collate evidence from all the teaching staff, do in class observations and contact services if we need further assistance. The evidence we receive may not be conclusive and we will keep parents informed.

We can only go by what we see in school and the information received from home. It should be noted that if an agency decides not to assess or that your child does not receive a diagnosis once assessed this is beyond our control.

11. Complaints about SEND Provision

- The school complaints procedure should be followed if this is deemed necessary. Under the 2014 Code of Practice parents can request the services of an independent disagreement resolution service. The Head of Learning Support will provide more information about this on request or it can be accessed through the named Special Educational Needs and Disability Officer (SENDCO) for Dallam School.
- This can be found on the school website under the policies section.

Contact details for raising concerns:

- *Mrs. Laura Nelson (SENDCO)*
- *Mr. Sam Watson (Assistant Headteacher)*

12. Monitoring Arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Advisory Committee for Dallam School

13. Links with Other Policies and Documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour Policy
- Equality Information & Objectives Policy

- Supporting Students with Medical Conditions Policy
- Safeguarding & Child Protection Policy